

Curriculum Structure and Design

A Policy Statement

Chirnside Primary School – November 2012

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Introduction

The aim of this policy is to establish and explain the principles and practice around how we design and deliver our curriculum.

At Chirnside Primary School we aim to achieve a transformation in education by providing a coherent, flexible and enriched curriculum for our pupils.

The Curriculum

Our curriculum is planned for pupils through their education in the areas of 'Ethos and Life of the School', 'Curriculum Areas and Subjects', 'Interdisciplinary Learning' and 'Opportunities for Personal Achievement'. Our self-evaluation and improvement planning process also reflects this structure.

Ethos and life of school as a community

Our starting point for learning is a positive ethos and climate of respect and trust based upon our shared values across our school community.

Our School's Vision:

To enable all our pupils to achieve their fullest potential

Our School's Values:

Wisdom: To value what is important in life, for you and others.

Justice: To treat others fairly and equally.

Compassion: To understand others' feelings and ideas.

Integrity: To demonstrate trust towards others.

Our School's Aims:

- To place children at the centre of all that we do
- To identify and rectify problems when children do not perform well
- To celebrate and reward achievement and excellence
- To involve parents fully in the life of the school and their own child's education
- To act as a focus for the community we serve
- To make the best use of all resources at our disposal
- To support, develop and value all our staff to better the learning opportunities we offer our pupils
- To ensure a positive ethos and climate of respect and trust, based upon shared values across our school community

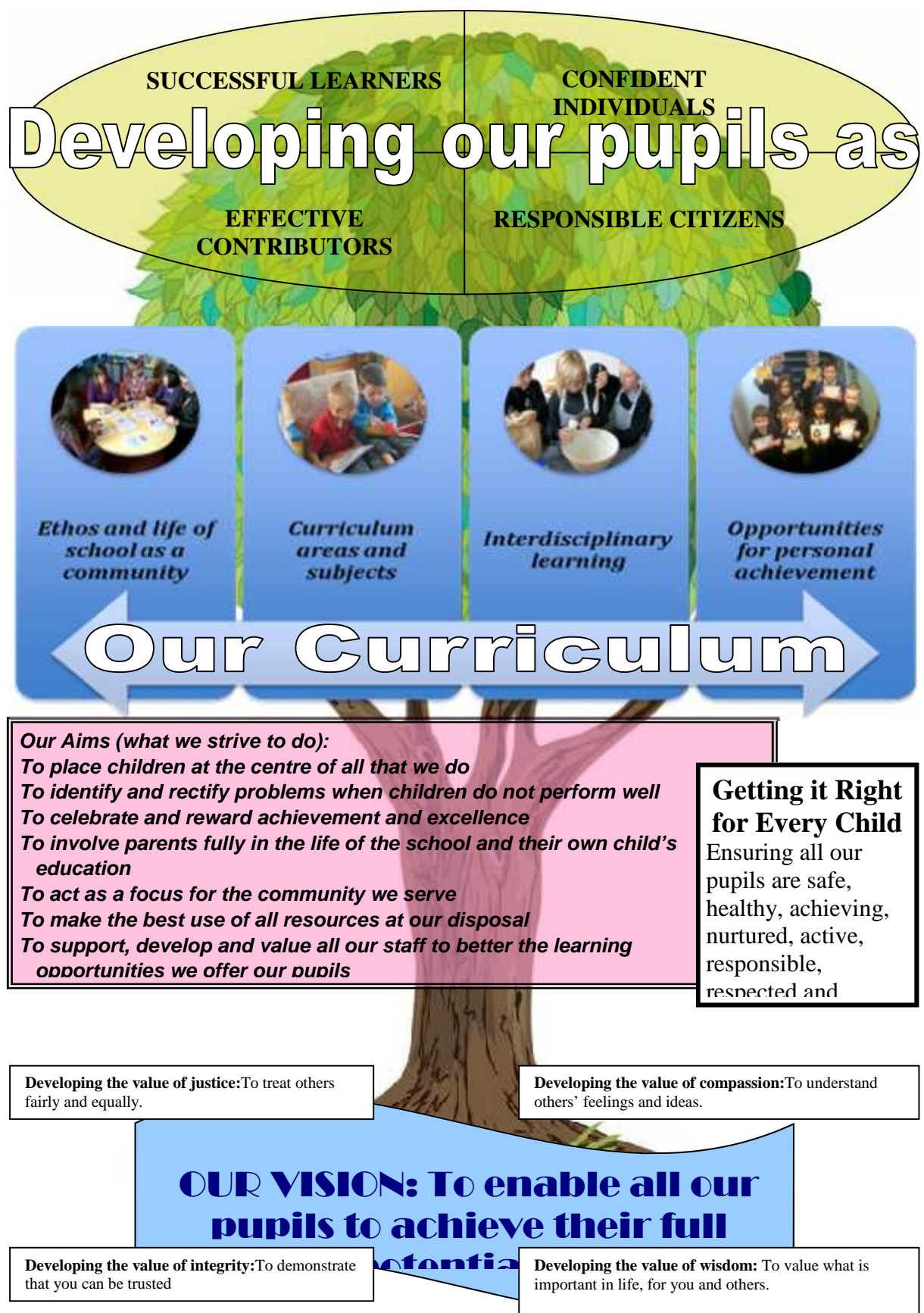
All members of our staff contribute through open, positive, supportive relationships where children feel that they are listened to. This promotes a climate in which children feel safe and secure.

We model behaviours, which promote effective learning and wellbeing within our school community and, by being sensitive, and responsive to each young person's wellbeing, children are encouraged to contribute to the life and work of our school.

Our pupils are, from the earliest stages, encouraged to exercise their responsibilities as members of a community. This includes opportunities to participate responsibly in decision-making, to contribute as leaders



and role models, to offer support and service to others and to play an active part in putting the values of the school community into practice.



Curriculum areas and subjects

The curriculum areas are the organisers for setting out the experiences and outcomes. In working with the experiences and outcomes, learning in each curriculum area is constantly reviewed and updated to



emphasise the contributions it can make to develop the four capacities within our pupils.

We do not view the curriculum areas as structures for timetabling; rather we exercise the freedom to think imaginatively about how the experiences and outcomes are organised and planned for in creative ways which encourage deep, sustained learning and which meet the needs of our pupils.

Subjects are an essential feature of our curriculum. They provide an important

and familiar structure for knowledge, offering a context for specialists to inspire, stretch and motivate our pupils.

We bring the experiences and outcomes together and apply these to produce programmes for learning across a broad curriculum, covering science, languages, mathematics, social studies (including Scottish history), expressive arts, health and wellbeing, religious and moral education and technology.

Throughout this broad curriculum there is an emphasis on Scottish contexts, Scottish cultures and Scotland's history and place in the world.

Interdisciplinary learning

Our delivery of our curriculum incorporates effective interdisciplinary learning. This means learning:

- Can take the form of individual one-off projects or longer courses of study
- Is planned around clear purposes
- Is based upon experiences and outcomes drawn from different curriculum areas or subjects within them
- Ensures progression in skills and in knowledge and understanding
- Can provide opportunities for mixed stage learning, which is interest based

Our curriculum includes space for learning beyond subject boundaries, so that pupils can make connections between different areas of learning. Interdisciplinary studies, based upon groupings of experiences and outcomes from within and across curriculum areas, provide relevant, challenging and enjoyable learning experiences and stimulating contexts to meet the varied needs of our pupils. Providing opportunities for pupils to revisit a



concept or skill from different perspectives deepens understanding and also makes the curriculum more coherent and meaningful from the learner's point of view. Our approach to interdisciplinary studies also takes advantage of opportunities to work with partners who are able to offer and support enriched learning experiences and opportunities for pupil's wider involvement in society.

Opportunities for personal achievement



Personal achievement provides our pupils with a sense of satisfaction and helps to build motivation, resilience and confidence. Our use of the experiences and outcomes include opportunities for a range of achievements in the classroom and beyond.

We offer opportunities for achievement and to provide the support and encouragement which enables pupils to step forward to undertake activities which they find challenging. We work closely with voluntary organisations and community

groups to help our pupils to access information and opportunities and make their voices heard.

Principles for Curriculum Design

Our curriculum demonstrates the principles for curriculum design: Challenge and enjoyment; breadth; progression; depth; personalisation and choice; coherence; relevance.

The learning environment promotes a high degree of **challenge and enjoyment** and **personalisation and choice** through planned opportunities to explore different activities, materials and contexts and imaginative, creative use of both indoor and outdoor learning environments.

We involve children in planning aspects of their learning and we respond flexibly to their interests and needs contributing to **personalisation and choice**.

Our learning activities provide rich opportunities for **progression** and **depth** of learning. The learning activities and environment are planned and organised to offer opportunities to extend skills (for example language skills) and deepen understanding.

Active learning promotes the development of logical and creative thinking and encourages a problem-solving approach to learning across the curriculum.

We plan pupils' learning through a wide range of well-designed activities to offer **relevance, coherence** and **breadth**. Activities build directly on what is familiar to pupils with the local environment and events used to provide interesting, real-life contexts for learning. Learning in a variety of contexts supports and reinforces the development of numeracy, literacy and health and wellbeing across the curriculum.

Summary

The **curriculum** is the **totality of experiences**, which are planned for children and young people through

their education, wherever they are being educated. It includes the ethos and life of the school as a community; curriculum areas and subjects; interdisciplinary learning; and opportunities for personal achievement.

Experiences and outcomes describe the expectations for learning and progression in all areas of our curriculum.

The **purpose** of our curriculum is to help children to become successful learners, confident individuals, responsible citizens and effective contributors (the four capacities). Our curriculum framework therefore puts the learner at the centre of the curriculum.

We ensure our pupils' entitlement to a curriculum that includes a range of features at different stages. This means:

- A coherent and inclusive curriculum
- A focus on outcomes
- Time to assess pupil progress in ways best suited to the young person
- More opportunities to develop skills for learning, skills for life and skills for work for all our pupils at every stage
- A focus on literacy, numeracy and health and wellbeing at every stage
- Appropriate pace and challenge for every child
- Ensuring connections between all aspects of learning and support for learning

This leads to continued improvement in the quality of learning and teaching and increased attainment and achievement for all our pupils, including those who need additional support in their learning.

NA Trussler – Head Teacher

November 2012

Review Date: Session 2015-16